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ABSTRACT

This booklet presents the proceedings of the Administrators' Conference of the New England Consortium for the Right to Read. The reports of most sessions are given in summary form. However, the keynote address is presented in lengthier form as a resource for those who wish to use the ideas presented in developing a master plan. The contents include "What Is Right to Read and What Can It Do for Us?" "Launching the Right to Read Effort: What Help Is Needed?" "What Conditions Can Be Arranged So That the Right to Read Director Can Deliver Maximum Service?" "Do Norm Referenced Tests Tell Us What We Need to Know?" "How Can We Make Community Involvement in Right to Read a Productive Experience?" "The Special Needs Child: Who Does the Diagnosis and Treatment of His Reading Problems?" "How Will Needs Assessment Move Your Reading Program Forward?" "Vitalizing and Humanizing Education--Keynote Address," and "What Can We Do for the Right to Read Effort?" Also included are sections on conference feedback, conference participants, and a Right to Read song. (WR)

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The New England Consortium
For the Right to Read

Proceedings of the Administrators' Conference

**This conference was held
October 30-31, 1974
in Chicopee, Massachusetts.**

February, 1975

CS 001 782

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Contract Arrangements

The Curriculum Research and Development Center, Department of Education, University of Rhode Island holds the contract for this project. Fiscal management is under the direction of Dr. Theodore M. Kellogg. Dr. Marion L. McGuire is the co-ordinator of operations.

Foreword

In the production of these proceedings an attempt was made to extract important ideas shared at the conference. The reports of most sessions are given in summary form. However, Dr. Sapone's keynote address is presented in lengthier form as a resource to those who wish to use the ideas presented in developing a master plan. It is hoped the content and format are convenient and useful.

Acknowledgements

The Consortium Committee is very grateful for the fine response from administrators to the conference invitation. It was gratifying to note that commitment to reading is an important priority as evidenced by the large attendance and extensive participation in sessions.

A special measure of thankfulness is conveyed to the administrators who willingly accepted responsibilities as chairmen, speakers and recorders. The skills and personal attributes they brought to these roles contributed significantly to the success of the conference. Appreciation is extended also to the many LEA directors who took notes at sessions to make this report possible and to Dr. Rubin Harris who recommended the facilitators who worked with discussion groups.

The Consortium Committee expresses sincere appreciation to all who participated and shared in this conference.

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What is the R_2R and What Can It Do For Us?

Part I: You Do the Talking

—Administrators' Discussion Groups

Administrators met in small groups at the opening of the conference to share ideas on what Right to Read is and what it can do for us. From the notes taken at the various sessions it was apparent that most administrators had been briefed on the important aspects of Right to Read. In response to the topic question, participants in one or more of the sections offered ideas such as the following:

Right to Read is —

1. a philosophy embracing the belief that illiteracy can be abolished
2. a process, a procedure for developing a reading program
3. a continuity of education in reading with implications for lifetime reading habits
4. a federal effort to abolish illiteracy
5. a coordinated effort on the part of the states
6. a vehicle for improving the teaching of reading
7. a way to get the staff to evaluate reading objectives
8. an attempt to involve the community and to use community resources
9. a way of decentralizing and placing some of the responsibility for the reading program on the community rather than using large amounts of federal dollars
10. a part of the regular cycle of expansion and recession of interest and action in reading
11. a process that enables us to be sensitive to the importance of reading as a recurring theme in curriculum development
12. a cause for threat to teachers if they aren't trained in reading
13. a program that requires the work of many in its implementation
14. a program, a by-product of which will be to increase our standard of living and provide a better way of life.

In response to the second part of the question: "What Can Right to Read Do For Us?" the following suggestions were offered:

Right to Read can provide—

1. an opportunity to develop our staffs
2. an opportunity to look at our own programs in comparison with those in other communities and other states
3. an opportunity to change student attitudes and opinions
4. a way to become aware of our limitless human resources
5. a chance to set some priorities for the use of resources
6. a way to serve groups previously neglected
7. an opportunity to build a strong reading emphasis beyond the primary level in conjunction with all content areas
8. a basis for educating parents and the community at large as to what they can do, how they can help
9. a springboard for initiating volunteer programs
10. good publicity for a school system
11. the know-how to the implementers.

After sharing these and other ideas about the section meeting discussion topic, administrators in all of the sections began to ask questions that they felt they needed answers to. In some of the sections, questions were answered by other participants but a heavy sampling of questions is included as an indicator of the kinds of concerns expressed. Questions have been grouped broadly by topic to present a better perception of problem areas.

1. *What is Right to Read?* Is it mostly a philosophy or belief to guide us? A catalyst for action? A weapon to attack illiteracy? How will it differ from what we've been doing all along? Why is there so much illiteracy anyway? Where did those figures come from?
2. *How does it differ from other federal programs?* How does it compare with NDEA or Title I? Will it do a better job with fewer dollars? Are we saying that past programs have been ineffective? If there are pitfalls in these programs how can we find out what they are so that we don't repeat them?
3. *To whom is R_2R directed?* Every person in school and out? Children? Staff? Adults? Could the R_2R program be a summer program for children or staff?
4. *Is R_2R part of the regular school curriculum?* How does it become a part? What is the process? Who picks the task force? How are assignments made? How much time is needed? For whom? Is space needed? What steps will there be this year to help the administrator and staff to do something? Are there any model integrated reading programs where reading is part of the total curriculum? Is Right to Read mainly an inroad into secondary reading? Is there research available on approaches?

5. *What behavior changes have occurred in communities that have adopted Right to Read?* How has it affected the community? Staff? Youngsters? What has happened to the use of the library? What changes have occurred in the budget? Has it influenced organizational patterns in schools? Grade designations? Continuous progress?

6. *How do we do an assessment of reading program effectiveness — either our present program or the Right to Read program?* What comprehensive evaluation models exist that can be used for Right to Read? How does this evaluation tie in with new Connecticut guidelines for evaluation? Does the evaluation of the Right to Read effort tie in with MBOs? PPBS? What is the role of norm-referenced vs. criterion-referenced testing in program assessment?

7. *What is a "continuous progress" approach?* Is a "continuous progress" approach recommended or mandated? What is the role of criterion-referenced testing? How can an explanation of continuous progress and criterion-referenced testing be translated into lay language for the community?

8. *What is our goal for students?* Is there a minimum level of achievement for all or should each student reach his ability level? Does research tell us our goal is achievable? What requirements in reading do business and industry have that we should be aware of?

9. *Is the entire program directed mainly at the staff?* What kinds of staff ought there be in schools? How can we get the staff to commit themselves to this program? Should teacher examinations be involved? Should teachers volunteer to participate? Are there any model elementary and secondary programs that could be used to further the awareness of teachers of what we're trying to accomplish? Should there be incentives for teachers to participate? What role can the universities play in educating teachers for Right to Read? How can we show other subject area supervisors that reading is important in their subject areas? How can Right to Read influence the central office staff?

10. *How can the community be involved in a positive manner?* Is there additional information available besides the booklet *Focus on Excellence* that will give us suggestions for involving others in the program and providing an outreach into the community? Are there provisions for using modern technology to disseminate reading activities into the homes? What help will you give us in selling Right to Read to the community?

11. *What are the responsibilities for federal, state and local groups and individuals?* Where do we go for resources? Can any federal funds be used? Do state departments of education have the facilities to assist communities in researching their particular problems? Are any technical materials available and if so, from whom? Who can put administrators in touch with others who have the same problem?

12. *What will Right to Read cost in terms of staff, materials, etc. in the next two years?* Will Right to Read act as a clearinghouse for federal dollars?

It was apparent from reports of these initial sessions that administrators came to this conference in large numbers from great distances because they are tremendously concerned about reading and possibly that they are looking to Right to Read as a potential solution to some of these problems — but they need facts, steps, procedures, sources of assistance, resources. A healthy climate for a working relationship was established.

What is R_2R and What Can It Do For Us?

Part II: We'll Do The Talking

—Dr. Olive Niles

In responding to the question, "What is R_2R and what can it do for us?" Dr. Niles gave nine characteristics that express the reasons for her personal commitment to the effort. They are not in any particular order of importance but, taken together, they are descriptive of the significant aspects of the New England Consortium effort.

1. *Right to Read is a process, not a program.*
   It has been shown repeatedly over the years that there is no reading program that will work in all systems for all children. We have tried different basal programs, different alphabet systems such as ITA, Company X's systems approach and the Joplin Plan. All of these things may be good but none of them will do the job. By now, we have stopped looking for a program that will be a panacea. In this sense, R_2R is different from many previous attempts to solve reading problems. It provides a process that is uniform in all systems, but the process is carried out at a different rate in each system with different decisions at each step in the process. There is a great deal of room for local options so that it is highly unlikely that any two communities would arrive at the same decisions for action. The process gives direction to a school system without sacrificing local autonomy. All decisions are made locally with respect to individual system needs.

Dr. Olive Niles was invited by the Consortium Committee to address the question, "What is R_2R and What Can It Do For Us?" because of her extensive experience in discussing reading programs with administrators. The perceptions superintendents and principals would project and the questions they would raise could, in some measure, be predicted by someone with her experience so that she could respond immediately to the need for basic information about the Right to Read program after briefly looking through the notes taken at the previous sessions.

2. *Right to Read gets at causes, not symptoms.*
Your needs assessment will uncover symptoms in many cases and you will have to look behind the symptoms for causes. An obvious example might be that your school media centers come nowhere near measuring up to the standards for media centers. Why? You will probably say that it is lack of money, but I can't accept that. *Things* never cause problems. *People* cause problems. Someone is responsible for the lack of money. The planning process will help you to designate things that need to be done and people responsible for doing them.

3. *Right to Read is a total approach to the problem.*
A total approach means from kindergarten through grade 12. It also involves the preschool and adult population. It means the whole community, not just the schools. We are finally coming to realize that no one person or group of persons can do this job alone.

   A total approach may affect taxes, of course. But more, it depends upon the moral support of the community and more, it requires direct help from people in the community. Working with and through a community advisory council is part of the process. In certain instances, this can be troublesome, it's true. But a good advisory council can bring strength to the reading program.

4. *Right to Read is people-oriented and it grows from within a school system.*
About eighty percent of Right to Read activities in a school system involve some aspect of staff development. Emphasis is placed on bringing about change in the staff — taking the good teachers that we have and making them into better ones.

   Growth can occur when we uncover the many talents in the staff and use them. It isn't necessary to bring in experts from fifty miles away. There was a time when teachers were less knowledgeable, less well educated. It was a shot in the arm to bring in an outsider with new ideas. But teachers today are skilled professionals with many talents. They need the opportunity and encouragement to share.

   For growth to occur, we must develop leadership. The Consortium's contribution to the process is the development of LEA directors who understand the process and can provide leadership. Quite as you might expect, some LEA directors are natural leaders, others are not. All of them need your administrators' support, some to a greater degree than others, while they develop their leadership abilities. An unsettling situation can occur when LEA directors are expected to return from the training program with all the "right" answers to the reading problems. Since there are no "right" answers, the recommended

approach is for the LEA director to lead the process that determines the best direction for your community to take. Your support of their leadership efforts is essential.

5. *Right to Read provides for and insists on articulation and coordination of the whole program.*
   It provides no bandaids to solve reading problems. It moves communities to look vertically at their programs as a preschool through adult sequence of skill development. It moves them also to look horizontally to include reading programs funded by federal or state monies and summer programs in the overall master plan. We need to address the question of whether the reading experiences a youngster is exposed to at any given time are coordinated. Do they contribute to the same purposes? Without coordination there can exist such conflicts in purpose and methodology as to impede learning.

6. *Right to Read looks at children as individuals.*
   Learning to read is a complex process that requires years of instruction. Children are ready for the various skills and abilities at different times and they require different amounts of instruction and practice at each step of the way. To meet each child's needs, a continuous progress organization of the reading program must be set up. This can be done using basal readers or multiple materials or a program published for this specific purpose as long as the child's placement in the program and the instruction given meet his needs. The important characteristic of a continuous progress program is that mastery be achieved every step of the way. This requires a constant monitoring of skills so that no loopholes will be left to create problems later on and also so that students may move forward in the program as they are ready.

   If you accept "not working up to capacity" as a definition of failure, we can eliminate failure. A continuous progress reading program can be a failure — proof reading program as success is built upon success. Even slower students will show continuous growth. It will not, however, eliminate individual differences and bring all children up to "grade level," whatever way that is defined. By the time students reach high school they will still display a wide range of reading skills requiring a reading approach to the content areas, but even the very poorest students should be approaching functional literacy, which is not presently the case. Failure breeds failure. When small increments of failure are not attended to, the accumulated effect destroys morale and students stop trying to succeed. Right to Read is concerned with improving attitudes as well as skills.

7. *Right to Read is open-ended but at the same time structured.*
It requires that you do a needs assessment to find out where you are in relation to the *Criteria of Excellence*. From these results you will plan a course of action. Implementation of the plan (one thing we insist on) follows. This usually involves staff development so that teachers can understand and work together to bring about change. Some evaluation of the success of the various stages of the plan will undoubtedly need to take place. Then, perhaps, some replanning will need to be done, as plans can be changed at any time depending upon how they are working.

   School systems are asked to project their plans over a three-year period of time in order to move toward some long-range goals which provide a sense of perspective in relation to the present.

8. *Right to Read depends on commitment, not money.*
The cynics will say that it has no chance because of the small amount of money being spent to keep the project going. But I mean this, if Right to Read works, it will work because people believe in it. The idea is contagious. I'm not so idealistic as not to wish we had more money, but much of the process in Right to Read can be accomplished without a great deal of money. It might mean, too, that after your priorities are ordered you'll spend the money you *do* have a little differently.

9. *Right to Read is sharing: our concerns, our successes.*
Through sharing, we build upon each other's strengths; we find quicker and better solutions to our problems.

   In this Right to Read project, we have built in many opportunities to share — at meetings of LEA directors, at meetings like this. We share across a state, across New England, across the nation. We find out quickly the things others have tried that worked, the way others have solved problems similar to ours. We never feel that we're working through this process completely alone, even though no two systems are just alike.

   The way Right to Read is operating in our states right now provides the best chance we've had in my professional life to do something really constructive for the reading programs in our schools. If we're ever going to solve our reading problems, this is our chance. We mustn't fail. Think success!

Launching the R_2R Effort: What Help is Needed?

LEA Directors' Discussion Groups

(Five discussion groups with facilitators were scheduled to provide LEA Right to Read directors the opportunity to express their concerns. Following is a topical summary of the areas of concern with specific examples that seemed common to the five groups.)

I. Administrative Support
   - A. Released Time For Inservice Training
   - B. Substitutes To Give a Teaching Director More Time
   - C. Secretarial Assistance
   - D. Help in Soliciting Community Involvement

II. Director's Role
   - A. Responsibility and Authority Explication
   - B. Conflicting Expectations (Principals, State Director, R_2R Person)
   - C. Other Teachers' Expectations, Participation and Trust

III. Implementation Problems
   - A. How To Explain R_2R to Community
   - B. How To Approach Teachers For Their Involvement
   - C. How To Use The Task Force

IV. Needs Assessment Instrument
   - A. How To Choose Which Questions to Use
   - B. Use of "Don't Know" as a Response Category
   - C. How To Analyze The Results

V. Uniformity And Differences From State To State
   - A. Process of Implementation
   - B. Use of Needs Assessment Instrument
   - C. Use of Funds
   - D. Legal Constraints

Note: The state directors formed a panel and responded to these concerns at a group session with the LEA directors on the second day of the conference.

What Conditions Can Be Arranged So That the R_2R Director Can Deliver Maximum Service?

— Mr. Harold Hickey

Mr. Harold Hickey, superintendent from Westbrook, Maine and a principal, Mr. Edward Connolly spoke to administrators about the initial steps they took in implementing R_2R in their community.

Right to Read began for them when a very enthused LEA Director came back from the Rhode Island training session and explained the R_2R process: people, awareness, communication, commitment, needs assessment, a plan for helping all children and adults to read to their fullest potential.

Mr. Hickey made his commitment to R_2R by visibly supporting the R_2R process and the LEA Director. He explained R_2R to the Board of Education. Their first reaction was, "We spend all this money, why the problem?" His answer, "R_2R is a program for the whole community--pre-school to adult. It is for adults who left school at an early age and cannot read. It is for pre-schoolers to help them develop readiness skills for school. It is for people who know English as a second language. It is for secondary school students who will gain reading skills in the content areas. It is to help all children and adults to read to their fullest potential."

Mr. Hickey talked to the school committee and gained their support. He requested and got the support of the principals. He talked to the Teacher's Association and explained that there would be some released time, as much as possible, to do the necessary work.

The first year of Right to Read was primarily organizational in nature — to create awareness and commitment. A task force was selected to do the needs assessment. The needs assessment instrument was worked on from October through February and took 100 hours of half paid and half voluntary time. Teachers had released time to answer the items on the needs assessment instrument and task force members were present to aid them. The results of the instrument were tabulated by computer. From the results, items were prioritized, a plan of action was developed, and implementation began.

Teachers were enthused and had a common bond because of increased horizontal and vertical communication. The community became enthused, too. The Junior League sponsored story hours at the local library and developed a reading program for a nearby penal institution. One of the local factories sponsored an adult literacy program to help their employees learn to read and thus be able to get promoted to higher paying jobs. They also supplied money for the RIF program.

Mr. Hickey is Superintendent of Schools in Westbrook, Maine.

Radio, TV, and newspapers helped to communicate the process to the community. Mr. Hickey stressed that people, commitment, and enthusiasm are necessary to get the Right to Read process off to a good start.

Questions were asked at the end of the session:

1. *What about money?*

   The Right to Read process does cost money eventually. Last year we spent $.50 cents per pupil; this year it will cost $12.00 per pupil. After seeing the results of the needs assessment instrument, after realizing the staff development (teacher in-service) program was a permanent investment in improving reading instruction K-12, and after realizing that the materials already in the school system would still be used with a continuous progress reading program, the school committee and community were willing to give the money needed for implementation of the process.

2. *During in-service time, do you advocate giving a classroom teacher released time by hiring a substitute?*

   The children didn't suffer. They had the same substitute every time and things went smoothly.

3. *What is the relationship of RIF to Right to Read?*

   RIF (Reading is Fundamental) helps to get free books to children who don't have books in the home. There is no actual connection between RIF and Right to Read, but Right to Read does encourage RIF projects because they meet one of Right to Read's Criteria of Excellence: establishing a good climate for reading in the community.

4. *Was the task force a political thing to assist you or was it a group to hold you accountable?*

   It was mostly a sincere, non-political group who wanted to support reading in the schools and community.

5. *At what point did you involve the Board of Education?*

   At the very beginning.

6. *Have you noticed a significant difference in attendance, attitude, and achievement of students because of Right to Read?*

   We have no results yet. Last year was primarily organizational. We should see results this year.

Do Norm Referenced Tests Tell Us What We Want to Know?

Chairman: Dr. Janice Cowsill

Panel: Dr. Charles Mojkowski
Mr. Irving Ouellette

Respondents:
Dr. Joseph Picano
Dr. Guy DiBiasio

There are needs for both norm-referenced and criterion referenced tests. Administrators may need some norm-referenced test data for purposes of grade level placement when entering the school system, or for comparing their schools with other schools within their system or nationwide. Teachers, however, need criterion-referenced test data to discover what skills pupils have mastered and which ones need to be taught.

Criterion-referenced tests relate directly to the need for diagnostic, individualized instruction which is part of the Right to Read process. The tests are used to measure pupil performance as the pupils progress through a sequence of reading skills. The school's curriculum guide should list these performance standards or minimum expected competencies. Then criterion referenced tests can be developed to measure whether or not the performance standards have been met. If they have been met, the pupil proceeds on in the sequence; if they have not been met, the pupil is presented with alternative materials to help him master the skill.

There can be problems with criterion referenced tests:

1. Statistically there are technical problems with validity and reliability.
2. Decisions must be made on how to sample the items in terms of domain referencing.
3. Minimum acceptable standards must be determined before developing objectives.
4. Decisions must be made on how to use the information gained from the test.

However, one strength of criterion testing is the humanizing and motivational effect it can help produce in the classroom. Adjustments of age and grade level placement can be made more easily. Immediate feedback can be obtained for diagnostic or prescriptive purposes. Concepts can be retaught as feedback indicates the need.

Criterion-referenced tests help to eliminate blame in terms of normative comparisons. An individualized approach, providing for student learning styles, can be used in conjunction with *ad hoc* grouping for skill development. Alternative approaches—commercial, teacher or community planned, or a combination of all,

can be used to provide the kind of reading program desired by the community.

The following bibliography will help anyone interested in reading further on the use of criterion referenced tests:

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How Can We Make Community Involvement in R_2R a Productive Experience?

—Dr. Carmelo V. Sapone

Dr. Carmelo V. Sapone, the speaker, brought warmth and a richness of experience to this topic as he told by example one way to open the school to the community and the benefits derived from the interchange of ideas. The setting of his first story was Madison, Wisconsin, where, under his leadership, a program was developed called "The Tricycle Years."

At the time the program was initiated, there were 33 kindergarten teachers in Madison teaching 33 different kindergarten programs. Within the structure of a three-credit inservice course, these teachers were brought together for the purpose of profiling a kindergarten program in reading and arithmetic. When the skills to be taught were identified, each program was expanded to include a card file of activities for developing each skill and a chart for keeping records of skills mastery.

At this point, an existing parent group was brought in so the program could be explained. Parents became so interested they undertook the building of a Parents' Handbook of home-based learning activities to follow the school skills sequences. Both handbook and card files were color keyed by skills area.

As teachers and parents worked together to develop program materials and later to coordinate their work with children, home-school communications increased and a good rapport was established. Parent volunteers began to work in the schools. Also, community support for the school budget increased.

When Dr. Sapone moved to Keene, New Hampshire as Superintendent of Schools, he found parents and teachers equally interested in working together to benefit children. As a result of their sessions, they now have their own "Tricycle Years" program — adjusted to meet local needs.

One participant asked, "How did you get parents to come to the first meeting?"

Dr. Sapone replied, "We expressed a real need for them to be there to work with us. We communicated in every way we could the message: We need and want you."

Q. When is the best time for setting a first meeting?

A: Often the best time overlaps school and after-school time.

Q: Why was the program so successful?

A: Three things come to mind:

— because of the commitment of the people — the teachers, parents, children and administrators involved in the project,

— because parents felt "in control" of their child's destiny,
— because when all know what the goals are, they respond in a more humanistic way to efforts to reach those goals.

Dr. Sapon's example showed how willing parents are to join in the work of the school when meaningful tasks are shared with them.

The Special Needs Child: Who Does the Diagnosis and Treatment of His Reading Problems?

— Dr. Jeanne Chall

Under the 1972 Massachusetts' Special Education Law, Chapter 766, the special needs child does at least part of his learning in the regular classroom. This raises an important question: Who is the special needs child? It may be the child who sits in Grade 3 still struggling with a Grade 1 book. If he did not have an emotional problem in Grade 1, he will probably develop one by Grade 3. The years spent by this child in a "failing" situation can make the child believe he is inferior to others. He is likely to suffer frustration and decreased motivation for school learning.

Some children need more time to learn. In discussing this statement, Dr. Chall referred to the September, 1974 issue of the *American Psychologist* containing an article, "Time and Learning" by Benjamin S. Bloom. In the Carroll model of school learning discussed in the article, "the basic thesis is that time is a central variable in school learning and that students differ in the amount of time they need to learn a given unit of learning to some set criterion." Early attention to learning difficulties was recommended as it was noted that "the extra time and help in the early learning units contributed to the student's better motivation and improved cognitive entry behaviors (prerequisite learning) for the later learning units in a sequential series." Students with early extra help "become more effective in their learning and need less and less help and time to reach the criterion of mastery as learning progresses. What is being contended is that the particular amount of time and help at an early stage in the learning sequence has a different effect than an equal amount of time and help at a later stage in the learning sequence."

It has also been found that "initial measures of aptitude or intelligence are predictive of time and help needed in the early learning units in a series but are not significant predictors of time and help needed in the later learning units in a

series." Under the mastery learning process the predictive value of general intelligence or aptitude tests for amount of time needed gradually decreases until at some point the correlation between such tests and elapsed time needed reaches some very low value.

However, the formative tests given before additional help is given are excellent predictors of the amount of time needed for mastery over the following learning units.

We get our self-esteem, Dr. Chall noted, not only by making progress in relation to our previous achievements, but from seeing where we are in relation to our peers. In remedial work, the special needs child should be brought up if at all possible to others in the class. Categories descriptive of special needs should serve only as starting points and should, with appropriate classroom and special instruction, be "undone."

It is important to get help to the special needs child as soon as possible. The need is usually first recognized in the area of reading by the classroom teacher. However, surveys completed in the early sixties indicated that less than half of the United States colleges required a preparing teacher to take even one reading course. Most required a general language arts course of which about six hours were devoted to the teaching of reading. Yet school volunteers may have as much as 10 or 20 hours of training. High school teachers get even less preparation in the area of reading. The poor preparation of teachers for teaching reading may cause them to hesitate to identify students who are having problems learning. They may fear being blamed for those problems. Thus the early warning signs of learning problems may be overlooked by insufficiently trained teachers, and the special needs child may get help after the time when he could most efficiently use it. This delay is unnecessary. To correct this situation, it is essential that all states, including Massachusetts, require greater proficiency and skill in the teaching of reading by regular classroom teachers (elementary and secondary), through needed modifications of teacher certification. Colleges and universities must also improve the quantity and quality of their required and elected offerings for elementary and secondary teachers. In addition, the certification requirements for the special needs teacher must be appropriate to handle the many reading problems with which they will be presented.

For teachers and specialists already in service, administrators should provide for workshops in reading so that classroom teachers will recognize students having problems and will take the responsibility of referring them to an evaluation team usually consisting of a psychologist, social worker (or nurse), pediatrician, and a learning/reading specialist.

Who is to treat the child with a reading problem? There may, in some schools, be a conflict as to who the best person might be. Since the child with a reading problem may be diagnosed by the core evaluation team as having a learning disability, he

may be assigned automatically to the learning disability teacher rather than to the remedial reading teacher. This may, in some instances, nct be the best use of professional resources, since the remedial teachers, at least in terms of certification requirements, are better prepared with 18 credits in reading for certification. Up till the present, the learning disability teacher was required to have only one 3 credit course in learning disabilities beyond regular classroom certification.

One can imagine the conflicts that may arise in a school where such matters are not clarified. Since in the last analysis it is the child with special needs who suffers if those with the best training do not work with him, it would seem that school systems, and particular schools, need to clarify the roles of these two types of specialists. It is necessary to be clear about who will provide the remedial attention needed by these children to assure early attention to their special needs.

How Will Needs Assessment Move Your Reading Program Forward?

— Mr. Robert Couture
Mrs. Carol Walcott

Mrs. Carol Walcott, Right to Read director and Mr. Robert Couture, principal, spoke on the growth of the reading program in Bedford, Massachusetts since they joined the Right to Read effort. This program started in Bedford in 1973. "Less than satisfactory scores in reading in a previous state testing program made it easy to sell the idea of joining the Right to Read effort," the speakers reported. They went on to describe how the school board made reading a top priority!

Early in the school year a task force was appointed to represent all aspects of the school program. Mr. Keough, the Superintendent, placed much responsibility upon this group and they were instrumental in selling Right to Read to the teachers.

A needs assessment instrument was developed by the task force to measure the status of the school reading program in terms of the Criteria of Excellence. Seventy percent of the teachers completed and returned their assessment instruments. The information gathered from these determined the staff development program for the remainder of the school year.

In elaborating on the needs assessment, Ms. Walcott stressed the importance of constructing a short instrument that is clear to the teachers who will be responding to it. Terms should be defined and sufficient preparation given so that it can be filled out quickly and accurately. The information sought is the current status of the reading program rather than what may be viewed as the ideal program. Responses are more helpful in planning when the purpose of the instrument is clear. She also mentioned that a beneficial side effect of needs assessment is that teachers find out what other teachers are doing. To keep relevant, it needs to be re-evaluated each year.

Staff development sessions began with a systemwide workshop. There was something appropriate for every teacher from kindergarten through Grade 12. Speakers were leaders in their fields. The next day a follow-up session was held for reading teachers and administrators to plan additional steps to be taken.

The diagnostic-prescriptive approach was then adopted in teaching reading. In the fall, the Stanford Diagnostic Reading Test was given and, based on results, a prescription was written for each student.

The community became involved through a volunteer tutorial program. The volunteers were representative of many groups in the community: grandparents, parents, high school students, intermediate school students and interns from colleges.

Mr. Couture showed slides demonstrating the diversity of the growing Bedford reading program. He pointed out the importance of administrative support, saying it should be such that teachers feel they can work with twenty students, two students or any number at a time that meets students' needs.

Many projects have been started as a result of the Right to Read effort and they have been so successful it is planned they will be continued in the future.

A major change in the role of the reading teacher was brought about as a result of staff development sessions. She now acts as a reading consultant working closely with classroom teachers and with the principals.

The speakers credited the cooperative spirit in Bedford with the success the program has enjoyed to this point. While major efforts have been directed toward meeting assessed needs, "Working together is what has moved the program forward," they agreed.

Keynote Address

Vitalizing and Humanizing Education

— Dr. Carmelo V. Sapone

The real challenge of Right to Read is to provide an equal opportunity for each child to learn to read regardless of the background from which he comes, the school he goes to and the teacher he gets. The task of rising to this challenge is difficult but necessary. We see all around us in our schools the frustration and alienation suffered by children who don't learn to read. Repeated failure has a way of crippling the development of a child both in his growth as a person and as an educated citizen. We would all like to eliminate those aspects of our programs that keep school from being a happy, humane, productive environment in which all children continue to learn and develop; but, how do we go about developing the kind of reading program that doesn't allow failure to occur? Phrased positively, the question is: how do we go about vitalizing and humanizing education?

I have a few ideas that I'd like to share with you tonight for building a master plan for a curriculum that is specific in that it enables us to identify each child's level of development, humanistic in that the personal warmth each child feels and the daily successes he experiences are matters of constant concern, and owned by everyone because of the total involvement of school and community in its development. We'll then go on to talk a little about futuristics. Trends help us forecast the future and the way we help children to understand and deal with them can make their education as vital for tomorrow as it is for today.

The Master Plan

I have been working with my Advisory *Ad Hoc* Master Planning Committee to build a Master Plan for Keene that we might have operational for the 1975-76 calendar school year. A proposed draft of that master plan follows:

1.0 **Goal:** To have operational a "Master Plan" for Keene for the 1975-76 calendar school year.

2.0 **Objectives:**

- 2.1 To *communicate* in writing to the KEA; AFT; principals; department chairmen; and the subcommittee of the Keene Board Master Plan, and other interested personnel, the formation of a Superintendent's Advisory Ad Hoc Master Planning Committee.
- 2.2 To *establish* criteria for the selection and election of staff (teachers and administrators) to the committee.
- 2.3 To develop a set of procedures for the election of school personnel as listed under 2.2.

Dr. Sapone is Superintendent of Schools in Keene, New Hampshire

2.4 To meet, specifically, with the Board's Master Planning subcommittee (Mrs. Snowman) for *integration* of the Superintendent's Master Planning Committee as a viable concept.

2.41 To request, as an addendum, budgetary amounts for planning and action (decision-making) of this committee in developing and finalizing a master plan for acceptance and presentation to the Keene Board of Education.

2.5 To have the committee *establish* a calendar of meeting dates for regular meetings at a minimum of every two weeks beginning at 1 p.m. till _____.

2.6 To establish a list of objectives, including a review of 2.1 to 2.5 to be listed, revised, studied, discussed and finalized as our major focus in the development of a comprehensive master plan.

2.61 To study, discuss and finalize recommendations concerning the current teacher appraisal system, the Performance and Results concept (learning or managing by objectives) or any other approach that leads to a better utilization of staff, monies, and resultant learning for all children.

2.7 To recommend an operational plan, including curriculum development and effectiveness, planned program budget system, building and educational specifications, and other such topics as needed and included in a comprehensive master plan.

2.8 To publish a regular set of minutes of each of the meetings for school, teacher, board, and other interested school personnel for distribution.

2.9 To establish a communication and feedback mechanism from all staff on a regular and two-way productive basis.

2.10 To make concrete recommendations to this committee leading to a final master plan.

2.11 To add any other objectives as needed in shared decision-making as part of this committee.

2.12 To add additional personnel to study groups as needed in developing and finalizing a master plan. (School and community.)

2.13 To follow the timetable as established under the Board's Master Plan.

2.14 To establish a central file of master plan activities.

3.0 **Resources:**

3.1 Monies for release time and planning time for teaching and other needed personnel. ($2700-$3500)

3.2 Staff commitment and participation on a regularly scheduled basis.

3.3 Professional references and literature as needed.

3.4 Resource personnel as requested by the committee.

3.5 Travel commitments as needed and recommended by this committee.

3.6 Supplies and secretarial assistance.

3.7 Others as identified.

4.0 **Constraints:**

4.1 Those identified under 3.0.

5.0 **Communication:**

5.1 KEA and AFT.

5.2 All principals.

5.3 Keene Board of Education.

5.4 Central office personnel.

5.5 Teachers.

5.6 Supervisory Union 29 personnel and Boards.

5.7 City officials.

5.8 News media.

5.9 Others.

6.0 **Evaluation:**

6.1 To have, as recommended from this committee, an agreed upon Master Plan to be submitted to the Keene Board of Education and the Boards of Supervisory Union 29.

6.2 Evaluation of each objective as designed and agreed by the Superintendent's Advisory Ad Hoc Master Planning Committee.

6.21 PERT Program evaluation review techniques.

6.22 Needs assessments.

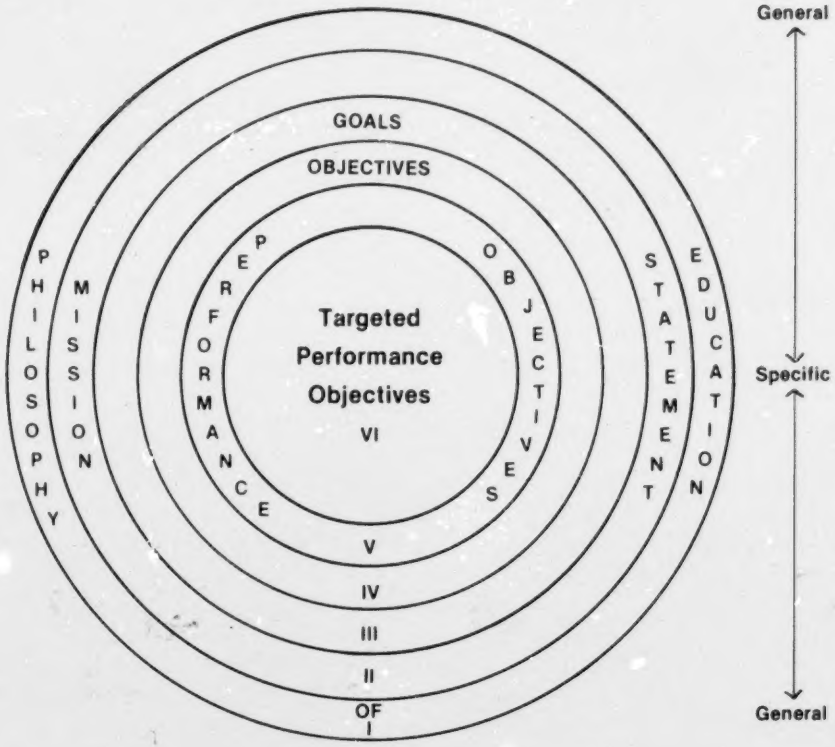
6.23 Others.

Figure 1: Superintendent's Advisory Ad Hoc Master Planning Committee: A Proposed Draft.

As you can see, we set our goal then listed all the objectives we needed to achieve in order to put the Master Plan in readiness for implementation. From there, we listed the resources necessary. These could act as constraints, of course, if we had to do without them. The groups with whom we wanted to communicate are listed next followed by a plan for evaluation. That presents an overview of the specific tasks involved in the development of a Master Plan.

Hierarchy of Outcomes

An important part of planning for the schools is stating the outcomes we hope to achieve. We begin by making a broad general statement of philosophy that can then be refined and honed until we get it down to the list of targeted performance objectives that teachers use to guide teaching and measure learning. The hierarchy of outcome statements is shown on the outcome circle below, beginning at the outer edge with the general and moving in toward the center as the statements become more specific.



	TYPE		RESPONSIBILITY LEVEL
(RECYCLE) ↑	1. Philosophy	(set by)	The people and the Board of Education
↓ ↑	2. Mission	(set by)	The Board of Education
↓ ↑	3. Goals	(set by)	The chief school executive and his administrative team
↓ ↑	4. Objectives	(set by)	Principals and their administrative team
↓ ↑	5. Performance Objectives	(set by)	Principals, department chairmen, etc.
↓ ↑	6. Targeted Performance Objectives	(set by)	Department chairmen, specials, teachers, and other personnel (aides, etc.)
↓ (RECYCLE)		(SPECIFIC TO GENERAL) ↑	

Figure 2: Hierarchy of Outcome Statements for Master Planning: The Outcome Circle

An example of each of these six types of statements follows:

1.0 **PHILOSOPHY STATEMENT:**

Schools shall make every effort to provide a learning environment which is most productive for the education of all youngsters.

2.0 **MISSION STATEMENT:** (Board of Education)

The Board of Education adopts and supports as one of its priorities, the goal of "Reading."

3.0 **GOAL:** (Superintendent)

Each school shall adopt for implementation, (based upon a sound reading design) the goal of reading, K-12. It is expected that at least seventy-five percent of all its students shall have attained reading at grade level or above, and that the other twenty-five percent will achieve at no less than one grade level below reading grade based upon normative and criterion reference testing.

4.0 **OBJECTIVES:** (Principals and Their Administrative Team)

At least seventy-five percent of the students in my school will gain at least one full year or above in achievement in reading as measured by normative and criterion reference testing. No less than twenty-five percent of students will achieve less than one year below reading norms.

5.0 **PERFORMANCE OBJECTIVES:**

At least seventy-five percent or more of the students will be able to accomplish the 100% Competency Reading Goals as stated in the school's reading program. No less than twenty-five percent of the population of any class will fail to master at least seventy-five percent of the competency goals.

6.0 **TARGETED PERFORMANCE OBJECTIVES:**

By the end of the school calendar year, seventy-five percent of all students in each grade will be able to demonstrate reading skills in comprehension at or above their grade level. The other twenty-five percent will be able to comprehend and master work at no lower than one grade level in reading.

Figure 3: Hierarchy of Outcome Statements for Master Planning (Example)

Figure 4 shows a mechanism for shared decision making. In any program development effort it is important to consider the locus of decision making so that 1) a plan can be devised for sharing decision making and 2) a document is available indicating who are the appropriate people to involve in each type of decision.

Item	Adm. Team	Superintendent	Public	Other
Goal Setting				
Planning & Designing				
Organizing				
Directing				
Coordinating				
Controlling				
Communicating				
Decision-Making				
Evaluating				

Figure 4: A Matrix for Decision-Making

Needs Assessment

The next important step in designing a Master Plan is to decide how you are going to assess where you are in relation to your goals and objectives. We can use the Criteria of Excellence for good reading programming as an example of how that might be done. An assessment response mechanism is used here that allows each respondent to first agree or disagree as to whether the criterion is being met then to rank its importance on a 1-9 scale. With these two kinds of information it's possible to determine not only the criteria that need attention but also the priority respondents place on them. The higher priority items can be dealt with first.

		Agree	Disagree	How Important is This? Low Average High
1.0	Community and School Climate			
1.1	The whole school atmosphere reflects commitment to the importance and enjoyment of reading.	_____	_____	1 2 3 4 5 6 7 8 9
1.2	The entire community views reading as an important activity in each individual's life.	_____	_____	1 2 3 4 5 6 7 8 9
1.3	The entire community actively contributes to and supports the school reading program.	_____	_____	1 2 3 4 5 6 7 8 9
1.4	The classroom climate reflects respect for and support, by both teacher and pupils, of each individual child's progress in reading.	_____	_____	1 2 3 4 5 6 7 8 9
2.0	Organizing and Managing a Reading Program			
2.1	There is articulation and coordination of the reading program throughout all the administrative units of the school system.	_____	_____	1 2 3 4 5 6 7 8 9
2.2	A continuous progress organization of the reading program is in operation.	_____	_____	1 2 3 4 5 6 7 8 9
2.3	The organizational patterns within classrooms and in the school as a whole meet the needs of all segments of the school population.	_____	_____	1 2 3 4 5 6 7 8 9
2.4	The language arts program is integrated, each component supporting all other components.	_____	_____	1 2 3 4 5 6 7 8 9
2.5	The reading program recognizes and accommodates the needs of the sub-populations.	_____	_____	1 2 3 4 5 6 7 8 9

2.6	All content area teachers are teaching those skills necessary to the effective reading of their own instructional materials.	_____	_____	1 2 3 4 5 6 7 8 9
2.7	The evaluation component of the reading program provides the data necessary for describing the current status of achievement in reading and measuring progress.	_____	_____	1 2 3 4 5 6 7 8 9
2.8	The reporting system is designed to interpret a child's reading progress to his parents.	_____	_____	1 2 3 4 5 6 7 8 9
2.9	The school system has a program of education for parents (or other adults responsible for children) with special emphasis on parents of preschoolers.	_____	_____	1 2 3 4 5 6 7 8 9
2.10	The school system provides reading instruction for adults.	_____	_____	1 2 3 4 5 6 7 8 9
3.0	Staffing a Reading Program			
3.1	The Board of Education has designated someone within the school system who has the central office support, responsibility, and time for the development and maintenance of a quality reading program.	_____	_____	1 2 3 4 5 6 7 8 9
3.2	The Board of Education actively seeks candidates with preparation in the teaching of reading when filling new positions.	_____	_____	1 2 3 4 5 6 7 8 9
3.3	The local Board of Education has established an incentive program for teacher inservice education in reading.	_____	_____	1 2 3 4 5 6 7 8 9
3.4	There is a continuous program of staff development.	_____	_____	1 2 3 4 5 6 7 8 9
3.5	Ths school system has a cadre of trained volunteer reading helpers.	_____	_____	1 2 3 4 5 6 7 8 9
4.0	Selecting and Utilizing Materials			
4.1	The school media center meets the ALA-NEA standards.	_____	_____	1 2 3 4 5 6 7 8 9
4.2	All textbooks and other materials are appropriate to the instructional level of the students using them.	_____	_____	1 2 3 4 5 6 7 8 9
4.3	Materials in both classrooms and media centers accommodate the varying learning styles of the pupil population.	_____	_____	1 2 3 4 5 6 7 8 9
4.4	The materials in both classrooms and media centers are selected to accommodate the wide range of reading interests of the pupil population.	_____	_____	1 2 3 4 5 6 7 8 9
4.5	Ths school system maintains a library of carefully selected and frequently updated professional media.	_____	_____	1 2 3 4 5 6 7 8 9
5.0	Fostering Reading Interests			
5.1	The school reading program recognizes the importance of personal independent reading and promotes this type of reading in a variety of ways.	_____	_____	1 2 3 4 5 6 7 8 9
5.2	The public library promotes reading among all segments of the population.	_____	_____	1 2 3 4 5 6 7 8 9

Figure 5: New England Consortium for the Right to Read "Criteria of Excellence" Assessment

This kind of needs assessment relates to overall planning. We also have to go a step further and assess the needs of each child based on the targeted performance objectives in the curriculum.

Therefore, the Master Plan must hold a description of how this is to be done so that all children can be taught where success is possible. The assurance to all children that the possibility of success is always there is an undeniable characteristic of a humane school.

Teacher Selection

The day to day responsibility for assessing student learning as a basis for instructional planning rests with the teacher. The teacher is the most important factor in pupil learning, a reality that places a burden on all of us to hire the best qualified teachers we can get. One qualification we look for in every teacher we hire at the elementary and secondary level in Keene is preparation in the teaching of reading. You just have to have teachers who understand how to teach reading not only to cope with all the problem readers but to improve the skills and abilities of the average and good readers.

Besides that one qualification we look for in all teachers, we have a number of other considerations best described in the model presented in Figure 6. You see that criteria are set for each position and a number of planned interviews are held before a decision is made.

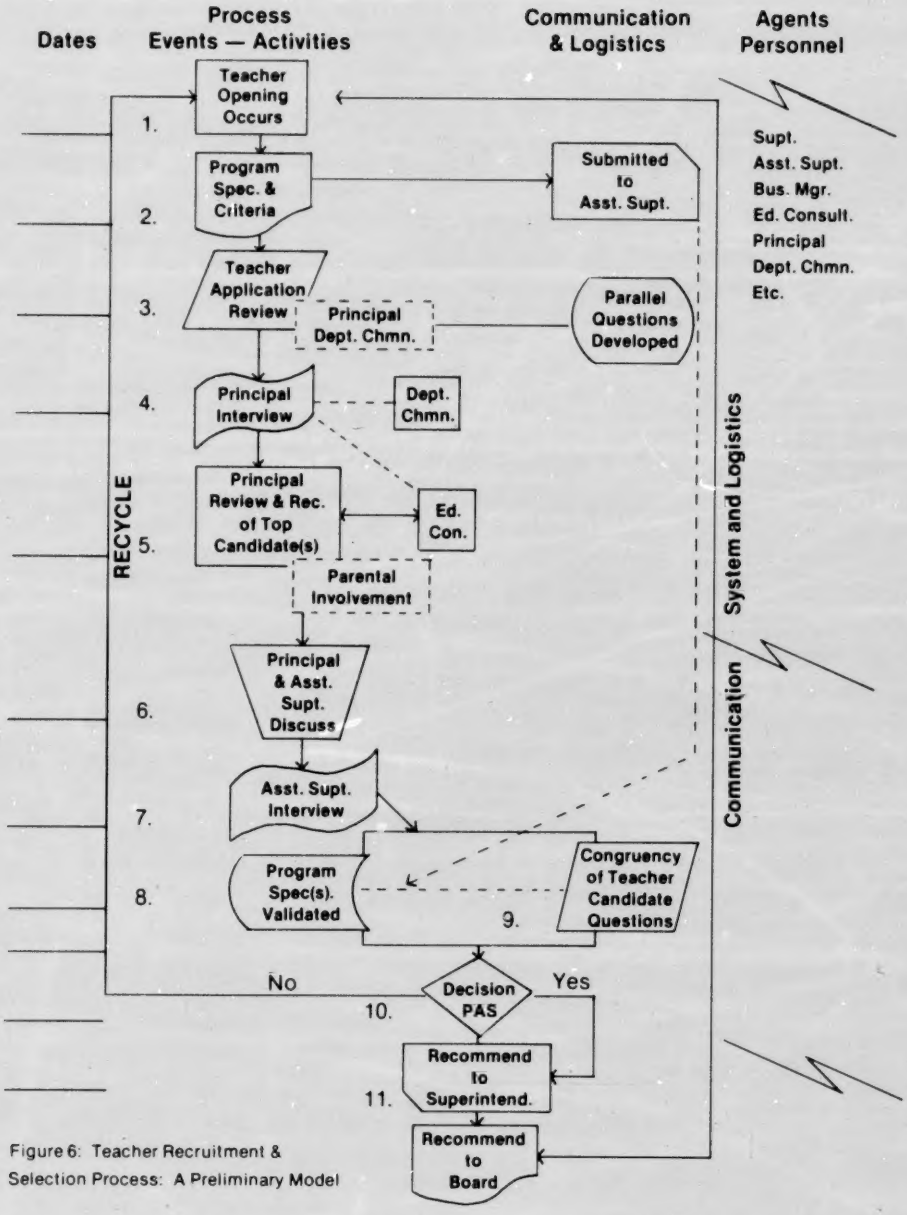


Figure 6: Teacher Recruitment & Selection Process: A Preliminary Model

Curriculum Development

When we talk about curriculum development, we have to keep both the present and the future in mind. There must be a built-in renewal process sensitive to changing needs. The model we are currently working on is a systems approach to planned change, thus linking the present to the future. You see in Figure 6 that it's possible to move from the present curriculum to a new dissemination model in ten steps.

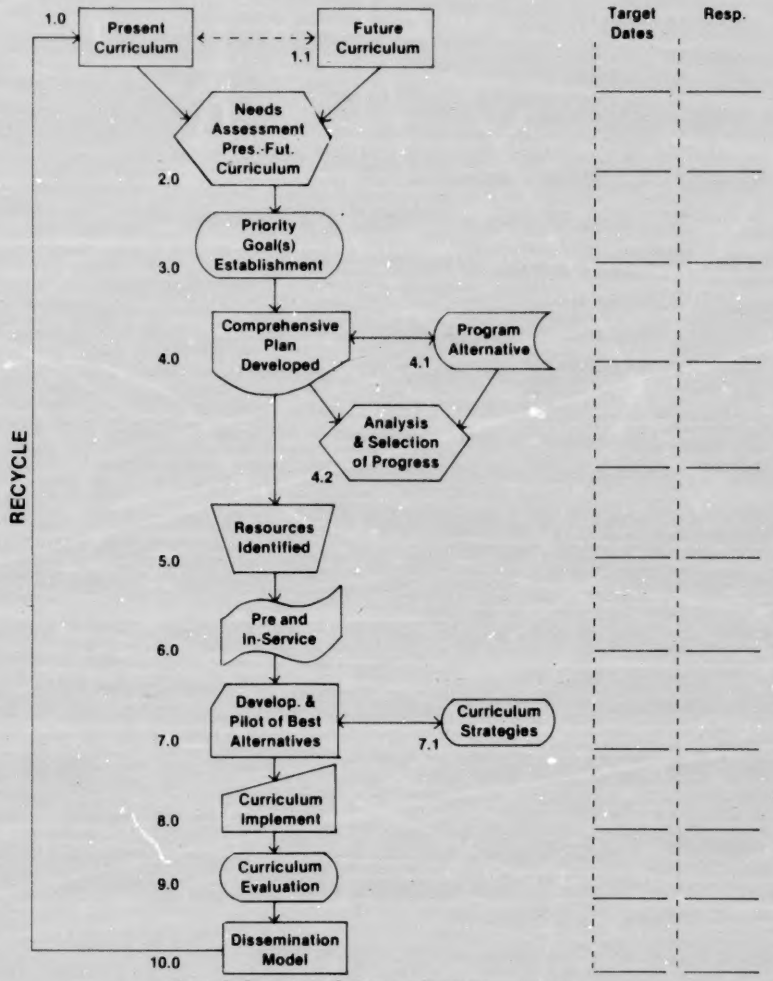


Figure 7: Preliminary Curriculum Development Model

Building Self Esteem

The curriculum that is developed according to this model is a good one to the extent that it is developmental in content organization and open enough to allow options for the fastest as well as the slowest learners. We might say that it is humanistically organized if all children can be placed in it in such a manner that success is immediate and progress with mastery of each step is planned.

That the content is organized so that it can be implemented in a humanistic way is essential but not sufficient. The content must be administered in a nurturing climate with consideration of each child's self esteem for school to be a truly humane place. We have drafted a plan for improving the climate in the school. You will notice that it includes the same categories set for master planning as in Figure 1.

1.0 **Goal:** To have operational a *humanistic* approach for all children and improving the self-concept of students enrolled in school making school an enjoyable and successful experience.

*2.0 **Objectives:**

2.1 School personnel will implement "principles of humanism" in all schools and classes as developed by each school staff and principal.

2.2 Principals and staff will review and study different approaches to humanism and adopt as school procedures, those approaches that offer the best solution and alternatives to the current and future school programs.

2.3 Given different humanistic approaches that have proven their worth, principals will introduce and encourage staff to adopt one or more of these approaches as a regular part of the school curriculum and total school climate. (Examples: Schools Without Failure; Studies and Research in Self-Concept and Self-Esteem.)

2.4 Principals and staff will request workshops and staff development programs which will provide needed skills in developing and implementing principles of humanism and self-esteem.

2.5 Students enrolled in school will experience greater success in self-directed learning as measured by the increasing number of optional assignments and projects completed during specified periods of the project.

2.6 Principals will budget monies for their staff to enhance their understanding and experiences in a humanistic approach in children's education.

2.7 Given structured and unstructured experiences, students will learn to deal more constructively with authority as measured by pre and post gain scores.

2.8 Principals and staff will *utilize* more effectively the support services of reading, guidance, art, and music personnel and their skills in school curriculum and staff development. This request will exceed requests of previous years by a minimum of 10%.

2.9 Principals and staff will utilize the services of the Monadnock Children's Special Services Center on a planned basis for all children as identified and needed.

2.10 Students will develop more positive attitudes of citizenship and belongingness as measured by a 25% to 50% reduction in the cost of vandalism as compared to the cost of the previous years.

2.11 Students will learn to discuss and settle personal disputes without hostile behavior (see Glaser's — *Schools Without Failure)* as measured by a 25% decrease in the number of conflicts with peers and staff.

2.12 Given structured and unstructured successful experiences by teachers, the self-concept of at least 25% of the students in *all* schools will improve significantly as measured by pre and post tests or assessments. (Example: Semantic Differential.)

2.13 Teachers will incorporate into their reading programs and children's reading selections, experiences that foster success and attitudes of self-worth.

2.14 Teachers will select and introduce children to sympathy literature and readings in attitude and value formation leading to a better understanding of children's problems (their own and others).

2.15 Principals and staff will endeavor to increase attendance for each school to at least 90%. To help achieve this, each principal and teacher will in their class:

- 2.151 Greet at least 90% of the student body by name and a smile each time one is met.
- 2.152 Make personal telephone calls to every child who is absent from school for more than two consecutive days.
- 2.153 Chat casually and cheerfully with every child after he returns to school from absence.
- 2.154 Telephone every child, on a personal basis, who has had a record of heavy absence or truancy if he is absent.
- 2.155 Where possible, visit every child who is absent for more than 4-5 consecutive days.
- 2.156 Where possible, visit every child who is hospitalized for more than 3-4 days.
- 2.157 Visit with children who have attendance or discipline problems in a friendly manner.
- 2.158 Spend at least three mornings per week on the street and playground greeting those who arrive for school.
- 2.159 Telephone parents of children who have been tardy at least once a week.
- 2.160 Have friendly and informative conferences with parents of children who have already been tardy more than five times.
- 2.161 Be able to discuss with each child something about his interests, concerns, achievements, etc., whenever possible.
- 2.162 Give praise and support for accomplishments to each child.
- 2.163 Display pictures and write articles to publicize children who are attempting and making contributions to the community and school.
- 2.164 Have individual or group counseling sessions of at least thirty minutes every two weeks for children who are having peer group problems.
- 2.165 Students will be able to settle personal disputes without overt behavior as measured by a 25% decrease in the number of conflicts with peers and staff.
- 2.166 Etc.

3.0 **Resources:**

- 3.1 Telephone.
- 3.2 Addresses of parents.
- 3.3 Supplies and postage.
- 3.4 Evaluation consultant.
- 3.5 Monadnock Children's Special Services Center.
- 3.6 Resource personnel as identified.

4.0 **Constraints:**

4.1 Those listed under 3.0

5.0 **Communications:**

5.1 Principal.
5.2 Parents of students in teachers' classes.
5.3 Guidance personnel.
5.4 Agencies as support services.

6.0 **Evaluation:**

6.1 Measurement of all items under 2.1 to 2.166.
6.2 Measurement of each objective will be assessed through an "evaluative design" as agreed upon by immediate supervisor.

7.0 **Review Sessions:**

7.1 A formal review session will be held every two months to discuss progress, assistance needed, and results of each objective.
7.2 An informal review session, including immediate supervisor's visitation will be planned on a bi-weekly basis.

*Excerpts and some objectives taken from: *Managing Education for Results*, Richard W. Hostrop, ETC, 1973, Homewood, Illinois.

Figure 8: Humanistic (Self-esteem) Goal: Proposed Draft (Revised 3/12/74)

Futuristics

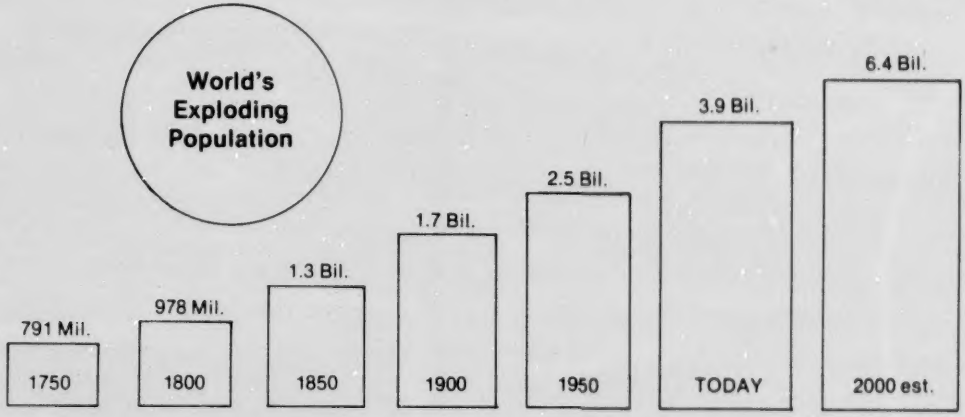
Knowledge is doubling at an ever increasing rate. The pure mass of information produced daily is so great as to boggle the mind. How can we halp youngsters to cope with the world they'll face as adults? One way is to bring an analysis of trends into the classroom as a basis for problem solving. This kind of practice not only helps students to see where the world is going, it also brings a much needed vitality to the use of factual material. The next five figures (9-13) show examples of trends that might be used.

There was an article by Jerry Glenn called "Futuring — A Look at Tomorrow Today" in the January 1973 *Instructor* magazine that provides suggestions for what teachers might do to help students to tune in on the future. The alternatives are legion. Teachers, with a few suggestions such as those in Figure 14, will find many ways to build futuring into the regular curriculum.

You own a company which has just invented a pill that will deter aging for a ten-year period. Each time you take this pill, you stop the aging process. Everything else, thinking, per se, continues to expand and grow.

DIRECTIONS

Using the chart below decide on how your company will control, or not control, the population problem. Expand your thinking to include other ramifications of your decision.



WHERE GROWTH IS LIKELY TO COME FASTEST

	Millions		Increase
	1972	2000 est.	
Africa	364	834	129%
Latin America	300	625	108%
Asia	2,154	3,757	74%
Oceania	20	33	65%
Russia	248	321	29%
North America	233	296	27%
Europe	469	540	15%

Figure 9: Futuristics: A Critical Thinking Problem

		1973 Population	Years Until Population Will Double*
1.	China	792,677,000	41
2.	India	596,000,000	32
3.	U.S.S.R.	248,626,000	77
4.	United States	209,123,000	116
5.	Indonesia	128,121,000	26
6.	Japan	106,663,000	53
7.	Brazil	101,582,000	25
8.	Bangladesh	64,461,000	24
9.	Pakistan	75,382,000	26
10.	West Germany	61,806,000	
11.	Nigeria	58,148,000	29
12.	United Kingdom	55,148,000	231
13.	Mexico	54,963,000	20
14.	Italy	54,642,000	116
15.	France	51,921,000	116
16.	Philippines	41,288,000	22
17.	Thailand	39,075,000	25
18.	Turkey	37,737,000	27
19.	Egypt	34,705,000	32
20.	Spain	34,675,000	63
21.	Korea	33,435,000	35
22.	Poland	33,202,000	77
23.	Iran	32,778,000	22
24.	Burma	29,213,000	30
25.	Ethiopia	26,947,000	27

Figure 10: Futuristics: The 25 Most Populated Countries

1500 Europe producing books at the rate of 1,000 titles a year.

1950 Europe producing books at the rate of 120,000 titles a year.

1965 Europe producing books at the rate of 3,600,000 titles a year.

1970 U.S. Government (alone) produces:
- 100,000 reports each year
- 450,000 articles and papers
- 60,000,000 scientific and technical literature per year in world

1980 100,000,000 scientific and technical literature per year in the world

Figure 11: Futuristics: Knowledge as Fuel

Doubling of total output of goods and services in the advanced societies about every fifteen years — and the doubling times are shrinking. (Doublings are compounded.)

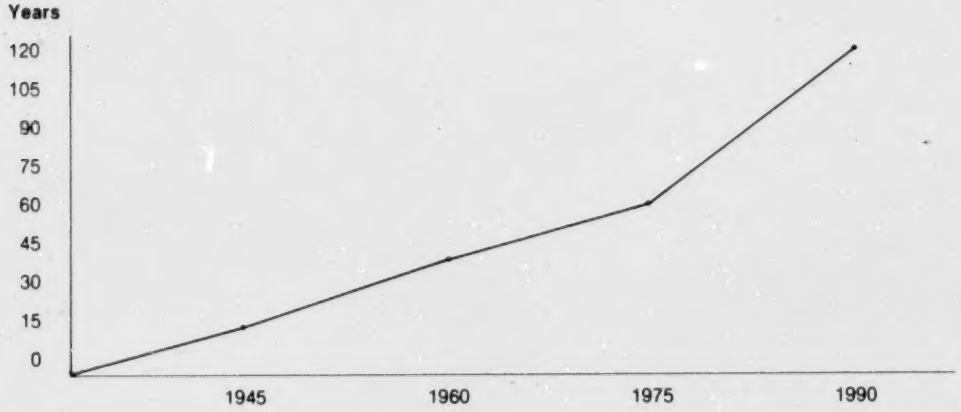


Figure 12: Futuristics: Production of Goods

1865-1965:

Control of disease	100	times greater
Speed of travel	100	times greater
Energy resources	1,000	times greater
Speed of handling data	10,000	times greater
Power of weapons	1,000,000	times greater
Speed of communication	10,000,000	times greater

Figure 13: Advances in Science and Technology Between 1865 and 1965

1.0 Thinking approaches for anticipating ways about future consequences:

1.1 Have a pupil draw a picture of himself doing something in the past, another of something in the future. Ask him to explain the difference. What does his answer assume about the future? How do these assumptions influence his present behavior?

1.2 What can you do today that you couldn't do before? What would you like to do in the future that you can't do now? What do you have to know today so that you'll be able to do it in the future?

1.3 Have groups cut out pictures of things that are increasing and decreasing. (For example, the many uses of plastic and the much reduced passenger travel by railroad.) Put the pictures of the increasing things together, and the decreasing things together. What is the difference between the two composite pictures?

1.4 Ask the group what the class might be like at a 1992 reunion.

1.5 Let pupils think about these questions: What guarantee would you have to be given about the future for you to be happier and act more positively today? What might you be able to do today to get that guarantee?

2.0 A Process for Futuring.

2.1 Trends.

2.11 Have each student identify for himself the trends of a particular topic.

2.2 Have individual students, or in groups, make projections into a future date describing what life may be like, determined solely by those trends in step #2.11.

2.3 If the future is not desirable, students then invent and describe what would be desirable.

2.4 Finally, students work back in time from the desirable future model to the present in order to learn what needs to be done to bring about a more acceptable future.

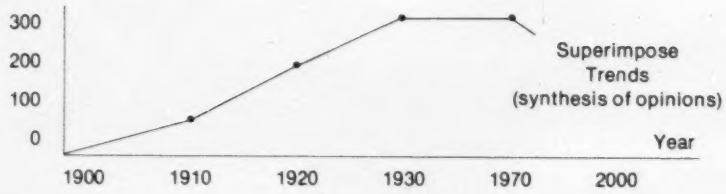
Figure 14: Futuring: A Look at Tomorrow Today. This was excerpted from an article by Jerry Glenn by the same title that appeared in the *Instructor* in January 1973.

Curriculum for the Future

The final idea I want to share with you for the curriculum of the future is the plotting of trends on matrices and wheels so that projections can be made for a certain point in time. See Figure 15.

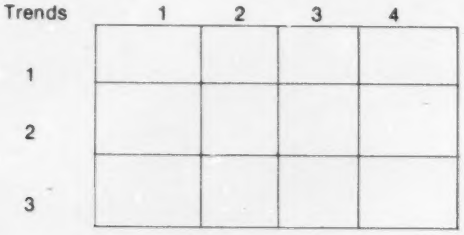
1.0 **Trends**

- 1.1 Increasing
- 1.2 Decreasing
- 1.3 Trend analysis
- 1.4 Systems analysis
- 1.5 Direction and relationship
- 1.6 Trend grid



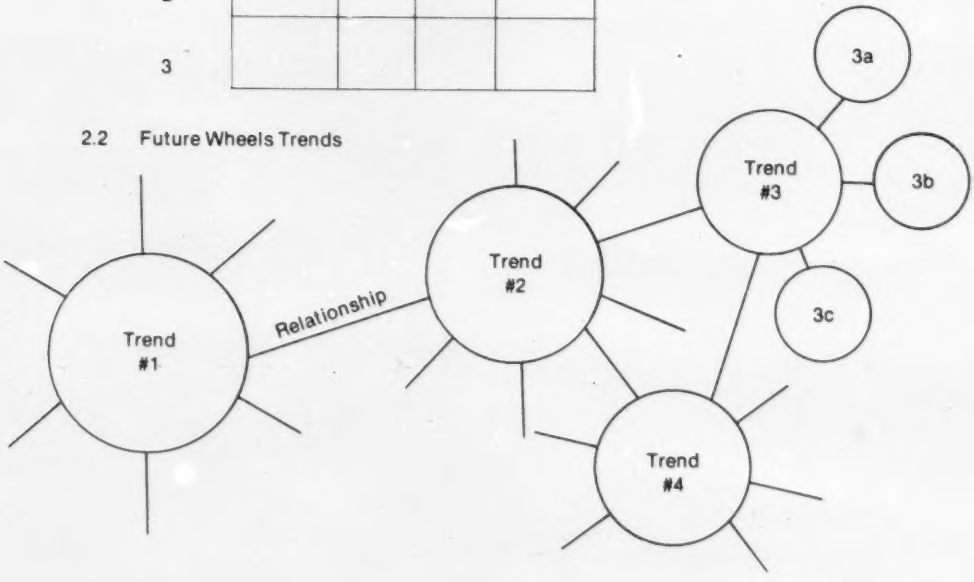
2.0 **Projections** (What will trends look like at a certain point in time?)

2.1 Cross Impact Matrix (Inter-relationships)



If trend in #1 continues to develop, how will it affect trend in #3?

2.2 Future Wheels Trends



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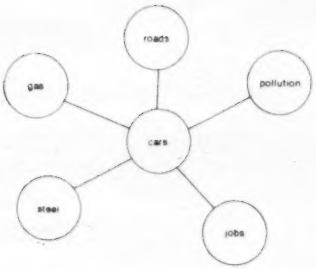
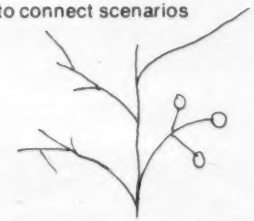


3.0 Describe Scenarios

3.1 Ask children to connect scenarios



Describe Trends

Present Tree concept of each Trend

4.0 Policy

Figure 15: Using Trends in Building Curriculum for the Future

What Can We Do For the Right to Read Effort?

Section 1: Superintendents' Discussion Group

Mr. Fokion Lafionatis, *Chairman*
Dr. Charles Beattie, *Recorder*

Superintendents in this group brainstormed thirty-four ideas about supporting the Right to Read effort:

1. Let the community know about R_2R — what activities the school system has started to improve.
2. Provide support from the Central Office for the consultant.
3. Staff should be helped to understand what the R_2R program will do for the school system.
4. R_2R must be articulated with the total curriculum in the school system — must become part of the objectives for the school system.
5. Let the community know we wish to improve reading in the school system.
6. The Central Office should explain the goals and objectives of R_2R to the community.
7. The Citizen's Advisory Committee can help work on this (#6) process — they should have specific objectives and direction.
8. Central Office will work on the PR — use soft sell, do not oversell.
9. Let the community know some programs are working — R_2R is not the answer to all problems.
10. Coordinate all parts of the curriculum — L.D., Remedial, and R_2R.
11. Make an attempt to be sure R_2R will coordinate with all parts of special services.
12. R_2R is a process — the national effort will help the local school system develop their goals and objectives.
13. We should work on the local level to fit the R_2R process to our needs.
14. Central Office should feed into the needs assessment.
15. Central Office should provide time during the work day to carry out some of these processes.
16. Central Office should provide in-service programs to help all teachers to become interested and concerned with reading.
17. Sell the principals on R_2R. Give the principals the opportunity to understand the goals and objectives of R_2R.

18. Let the teachers and staff know that R_2R is not a new program, but a modification of the present reading system.
19. Central Office must deal with contracts, thus the possibility of after school activity must be considered. However, we hope some volunteer effort and commitment will be made by the staff.
20. Try to stress that all teachers are reading teachers — grass roots will help.
21. Establish a teacher as chairperson of the advisory committee.
22. Give community workers some insight to the problem. Also give them something to do that is meaningful.
23. Foster both attitude and specific plans.
24. Help people so that they can get involved.
25. Help sell the process to the school committee.
26. First, develop the needs assessment. Let the community know the needs and then set up the advisory committee.
27. The task force unit can include: central administration, principals, teachers, and community members (parents). This group will work from the beginning needs assessment through to the evaluation process.
28. Students should be involved.
29. Students should not be involved (non-participants).
30. The task force and advisory group could be one with specific process and duties to perform.
31. We should know our public and try to get the people involved.
32. Central Office should be in a position to suggest ideas and plans to the task force.
33. Do we really understand our "Public"? Look inward and study our own attitudes, beliefs, and goals.
34. The question is not whether we involve the "Public", but how we guide this process.

What Can We Do For the Right to Read Effort?

Section 2: Superintendents' Discussion Group

Dr. Richard C. Wallace, *Chairman*
Dr. Malcolm Evans, *Recorder*

This group, composed of superintendents and central office staff, took as its task the development of a list of practical things which could be done to support Right to Read. They identified three areas they felt were of major concern to Reading Directors: community advisory councils, public relations, and support services. The needs assessment process and the efficient use of the task force were identified as areas of less concern to them insofar as needing their personal help and support.

In discussing the power and purpose of the advisory council, the administrators felt that clarification of the role of the council particularly in respect to making recommendations, is "vital in most communities." In one community, the council defined its role at the first session and spent subsequent sessions involved with assessment of community needs and recommended activities. They considered two or three meetings a year sufficient. Another group studied the Right to Read Criteria of Excellence, reviewed the needs assessment, and suggested priorities. Other activities suggested for advisory councils are: making a telephone survey of community reading habits; setting up a volunteer literacy program; and surveying community needs for service. It was felt that definite tasks were necessary for the advisory council to avoid apathy and help sustain the council to task completion.

The selection of members for the council was seen as a sensitive area. Administrators felt that the power structure must be recognized and invited to participate. One community, for example, has a Board of Education member on it. In considering a council made up of the power structure, however, the following question was raised, "Are the people we want on the advisory council already committed to other priorities?" It was suggested that the Right to Read Consortium "needs to think out implications of advisory councils and offer help to superintendents and LEA Directors." For further information, Phi Delta Kappan has a manual on advisory councils.

According to the administrators, the approach to public relations must vary to suit the community. Generally speaking, public relations should begin with the staff and spread to the community. One participant reported that his community has a communications model for all newsworthy items including Right to Read. The major task of public relations, he went on to say, is to explain what Right to Read is to the community. The point was well made that if the community is aware of school activities through previous public relations, Right to Read can be tied to a

history of continuing assessment, change, and improvement. "Honesty is the best policy," is an axiom that has relevance to all communications between school and community.

In the area of support services, administrators suggested helping the Right to Read Director in the following ways: 1) additional clerical help, 2) access to all levels of decision making, and 3) help in developing management skills.

Right to Read involves a process that includes assessment, staff development and other activities that require clerical assistance if the director's time is to be used efficiently. In respect to providing access to all levels of decision making, it was suggested that since the Right to Read program extends through all grade levels and areas of the curriculum, the director needs to be brcught into decision-making groups to share ideas and concerns and to find support within the group for the various activities to be undertaken. The third suggestion, help in developing management skills, found support in that the person selected as director often has a good background in reading but not necessarily in managerial skills. In directing the process, however, both kinds of skills are called upon. To keep the program running smoothly, administrators can help by suggesting ways to manage the implementation of Right to Read process.

What Can We Do For the Right to Read Effort?

Section 3: Principals Discussion Group

Mrs. Evelyn Carroll, *Chairman*
Mr. William Nichols, *Recorder*

Mr. Nichols, reporting for a group of principals, listed six ways in which they felt principals could aid the Right to Read effort:

1. Become familiar with the Right to Read objectives, the Criteria of Excellence, as explained in the booklet *Focus on Excellence*.
2. Analyze individual child, teacher, parent, and school needs and use available resources and talents to meet those needs. Involving upper grade students with primary grade students is one way of using an available resource to meet a need, for example.
3. Provide direction for the Right to Read Director if there is a need for it.
4. Encourage total involvement within the principal's sphere of influence.
5. Make public relations a team effort.
6. Encourage parent involvement. Parents can ride the school bus or join a car pool to assist the school in volunteer programs. The help of parents and other community members strengthens the school reading program.

What Can We Do For the Right to Read Effort?

Section 4: Principals Discussion Group

Mr. James G. Chilleri, *Chairman*
Mr. John M. Murtagh, *Recorder*

The principals in this group saw a need to think in terms of the total Right to Read process rather than fragments of it. Because the process is comprehensive and usually requires making some changes, they felt that the teaching staff must see real commitment to the total process from the superintendent and principals first. This support and enthusiasm for Right to Read can then be extended to include teachers, children and the community. There is no specific way to develop this support because each community will have its own special needs, but getting it is an important consideration.

Answers to the following questions were among those things to be considered before asking for teacher support:

1. How much time are we providing for the staff to interact?
2. How much release time can we provide for staff growth and development or will it all be done after school?
3. How much and what do we expect from teachers?
4. How and how often do we organize our school's focus on assisting the reading effort or process?

The principals felt that one way of gaining support for the Right to Read process might be by starting with small, manageable groups of interested teachers, as in starting team teaching, and then hoping that their success will provide the motivation for other teachers to want to try the process. It seemed to them that there would be a greater chance for success if the Right to Read process started with commitment and some direction and support from the superintendent and principals and then included those teachers interested in participating in making improvements in the reading program. One objective, of course, would be to have all teachers eventually involved in sharing through the Right to Read process.

What Can We Do For the Right to Read Effort?

Section 5: Principals Discussion Group

Mr. Edward Connolly, *Chairman*
Mr. David Moore, *Recorder*

In this principals' session, Mr. Connolly, Curriculum Director from Westbrook, Maine, discussed how the Right to Read process was introduced into the Westbrook schools and community.

Right to Read began, he said, when the superintendent, Mr. Hickey, took the initial step of having the school system become a Right to Read site with an LEA Director trained in Rhode Island. With that commitment, the superintendent also accepted a huge time commitment in terms of gaining support from the total staff and then spreading the Right to Read process into the community.

Total involvement in the Right to Read process through awareness and commitment was the superintendent's objective. The first year of the Right to Read effort was aimed at reaching this objective. Total involvement meant bringing together curriculum people, principals, teachers, para-professionals, clerical help, the Education Association, students, parents, people from business and industry, and other community members.

Needing and wanting the full cooperation of the principals, the superintendent met with them to discuss the Right to Read process. Secondary school principals were interested because content teachers would be helped in teaching reading in the content areas. Elementary principals were interested because teachers would receive additional training in reading techniques and organizing for individualized, diagnostic prescriptive instruction.

Some apprehension arose among the principals that enough monies would not be expended to give the process a fair shake — "It is difficult to do an excellent job on a shoestring," they contended. The superintendent said he would find the necessary money for staff development and that by informing and involving the community he felt there would be financial support forthcoming. USSR — Uninterrupted Sustained Silent Reading (a short period in the day when *everyone* reads) was suggested as one of several things to do that are free of charge.

Released time for teachers was also discussed. The superintendent worked hard to keep Right to Read out of negotiations. He spoke to the Education Association and an agreement was reached to have half released time and half voluntary time for staff development. The time commitment for principals was also dealt with. The superintendent yielded on the amount of paper work necessary for principals — some central office forms were eliminated and others consolidated. That freed principals to spend some time on R_2R activities. After much discussion, principals were asked to develop some Right to Read objectives on paper that they would be

willing to sign and commit themselves to achieving. It must also be noted that if a principal was not in favor of participating in the R_2R effort, R_2R activities were not introduced in that school at that time.

Next a task force of 12 people was selected. They spent 100 hours of half-released, half-voluntary time to develop, administer, and interpret the results of a needs assessment instrument. Members of the task force were available to answer questions and help teachers fill out the needs assessment instrument. Secondary teachers were reluctant to fill out the needs assessment instrument because they didn't fully understand the questions. They were given released time and task force help to alleviate that problem. There was a 100% return on the assessment and close to 100% chose to sign the form. Since so many signed the form, it was possible to determine what level the information represented. There was amazing consistency by level in the results. The results of the needs assessment were tabulated by computer at a nearby university.

During the time the needs assessment was being done, a citizen's advisory council (school committee) was helping to inform the community about R_2R and also surveying community reading needs. Radio and TV spot announcements were made to promote R_2R. Industry became involved. One company began a literacy program for its employees. A RIF (Reading Is Fundamental) program was supported. Volunteer programs were begun.

Most important of all, after priorities were selected and a plan of action developed, the public supported financially the program to which they were committed. The cost of the R_2R program went from $.50 per child in 1973-74 to $12.00 per child in 1974-75. This jump in spending included the money necessary to pay for two new staff positions: a Reading Consultant and a secondary reading person.

In constructing an answer to the question posed at this session, "What can principals do for the Right to Read effort?", the Westbrook story suggests the following: 1) become thoroughly familiar with the Right to Read program to get a complete picture of how their school program would be affected, 2) determine if the program will be given sufficient priority to give it a fair shake, 3) work out ways for teachers to be freed for staff development within school policies and contractual agreements, 4) provide support and assistance to teachers during the early stages, especially, 5) help get the program off the ground, 6) find ways to bring the message to the community that will show how Right to Read can help all people and, thereby, elicit their support.

By following these guidelines, Westbrook administrators were able to help teachers to organize for change.

Feedback From the Administrators' Conference

Generally, Administrators felt this kind of conference should be held again. They felt the conference was valuable for the following reasons:

1. It provided an awareness of what Right to Read is and what its impact can be on school and community.
2. It provided time to discuss common problems and helped participants become more aware of what is going on elsewhere.
3. It helped to stimulate and rekindle enthusiasm and support for Right to Read.
4. It provided a format for communication between Administrators and LEA's.
5. It clarified the role of Administrators and LEA Directors in Right to Read.
6. It provided awareness of potential problems in implementing the Right to Read process.
7. It provided an opportunity to discuss with other administrators ways of implementing the Right to Read process.
8. It impressed upon conference participants the need for a united effort.

The Administrators suggested the following ways of improving the conference:

1. Add a sample of principals and LEA directors to some of the section meetings for more cross communication.
2. Invite advisory council members, school board members, teachers, more secondary people, and students to participate.
3. Give more background information before the conference.
4. Have available written materials describing successfully implemented Right to Read programs.
5. Provide information on: budget; strategies; inplementation stages; sequence of happenings; where to get both people and material resources; establishing goals; evaluation devices; and public relations and dissemination of materials.
6. Have speakers who can speak from personal experience with Right to Read.
7. Provide more time for answering questions and working on solutions to problems.

LEA Directors felt the conference was valuable for the following reasons:

1. It provided an extended time period for interacting with Administrators and opened the door to more comfortable communication in the future.
2. It helped broaden the Administrators' base of knowledge and involvement in Right to Read.
3. It provided time for LEAs to exchange ideas, discuss problems, and look for alternative solutions to problems.
4. It provided the opportunity for LEAs to support each other, compare notes on progress, and rekindle enthusiasm.
5. It extended ownership in Right to Read to Administrators and helped develop the idea of Administrators and LEAs as a Right to Read team.
6. It provided more information as to procedures, needs assessment, and advisory council development.
7. It provided Administrators the opportunity to speak with their colleagues.

LEA Directors suggested the following improvements for the conference:

1. Hold the conference at the end of the summer training session so that more superintendents can come.
2. Bring in speakers who have been successful in implementing Right to Read in their communities.
3. Provide more time for individual LEAs and Administrators to talk over implementation problems in the school system.
4. Have some sessions including both LEA and Administrators for discussion purposes.
5. Send a questionnaire prior to the conference so that common problems can be dealt with at the conference.
6. Send conference information earlier.
7. Provide more time for developing solutions to problems, i.e., help in areas of gaining administrative support; developing, using and analyzing the results of the needs assessment instrument; defining the director's role; and overcoming implementation problems.

Conference Participants

Right to Read Office, USOE

Mr. Thomas Keyes, *Project Officer*

CONSORTIUM COMMITTEE

Mr. Martin C. Gotowala
Dr. Olive S. Niles
Mrs. Mollie Reynolds
Mrs. Laurel B. Cyr
Dr. Joseph Tremont
Mrs. Joanne Baker
Miss Rosemary Duggan
Mr. J. Robert Moynihan
Dr. Marion L. McGuire

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3. Ms. Joan Avitabile

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5. Mr. Donald Aseare
6. Miss Mary Brewer

Simsbury
7. Paul M. Costello
8. Mrs. Roberta Roy

Middletown
9. Mr. Clarence M. Green
10. Bob Joensuu
11. Irving Ouellette

Arch. of Hartford
12. Dr. Margaret P. Godfrey
13. Sister Mary Kelly C.S.J.

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14. Richard Fawcett
15. Mr. Arthur Perrone
16. William Hracyk

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17. Edward Kelley
18. John Vastola
19. Mrs. Marita Wezowic

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21. Steven Gerber
22. Joanna Rosenberg

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24. June Linstrum
25. Joan Chernauskas

Mansfield
26. Dr. Gary Blade
27. Mr. James Chilleri
28. Mrs. Marsha Hilsenrad

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29. Dr. Joseph F. McSweeney
30. Mr. James M. Cannata
31. Gertrude Morrison

Regional #11
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33. Dr. Wilfred Talbot, Jr.
34. Mrs. Marcella Vreeland

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35. Joan Kerelejza
36. Alan Parter
37. William Baker

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4. Beatrice Cobb
5. John Fortier
6. Claude Webber

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7. Harold Brown
8. Rodney Doody
9. Rachel Steven

Island Falls
10. Nancy White
11. John Walker
12. George McPhail

South Paris
13. Barbara Moody
14. Richard Onofrio
15. Bruce Downing

South Portland
16. Albert Morton
17. Phyllis Small
18. Bernice Emmons

Van Buren
19. Dr. Guy Michaud
20. Willfred Dumont
21. Sister Rita Martin

Madawaska
22. Mr. John Houghton
23. Melvin Labbe
24. Sister Jacqueline Ayotte

Waterville
25. Caroline Sturtevant
26. Winnie Kierstead
27. Allen Gray

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28. Harold Hickey
29. Ed Connolly
30. Angeline Chamberland

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31. Joanne Burgess
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7. Mrs. Prohl
8. Anita Gerrin

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9. Barbara Henderson
10. Edna DeFresne
11. Carlene Flannery

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12. Dr. Richard C. Wallace
13. Miss Phyllis Lyonnais
14. Eleanor Magane

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15. Dr. Gerard Smith
16. Blaney Lee
17. Dr. Florence Mahon

Peabody
18. Dr. Robert Ireland
19. John E. Murtagh
20. Mitchell Afrow

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21. Fred Gorgone
22. Dr. Polly Furbush
23. Leo La Montagne

Quincy
24. Mr. Deyeso

Newton-Catholic
25. Sister Frances Regis
26. Sister Symon
27. Sister Paul Marie

Tyngsboro (Notre Dame)
28. Sister Joanne Yankauskis

Billerica
29. William H. Flaherty
30. Mrs. Ida M. Tobey
31. Mrs. Elsie Miller
32. Mr. Robert Couture
33. Ms. Carol Walcott
34. Sister Mary Ridge

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2. Mr. Kenneth G. Hewitt
3. Mr. Norman Evans

Rochester
4. Dr. Thayer D. Wade
5. Mrs. Faustina Trace

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6. Mr. Wesley J. Rooker
7. Mr. Reny J. Demers
8. Mr. Gregory Root

Concord
9. Dr. Richard Lalley
10. Mr. Charles Foley
11. Mrs. Eleanor Hall

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12. Mrs. Donna Alexandre
13. Mr. Thomas Ahearn
14. Mr. George Rivers

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15. Mrs. Ann Yuscavage
16. Mr. David Brown
17. Mr. William Nichols

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19. Mr. Henry Mclague
20. Mr. Paul O'Neill
21. Mr. Christo Anastas

Laconia
22. Mr. Phillip Yeaton
23. Mr. Robert St. Lawrence

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24. Mr. Charles Yeaton
25. Mr. Fokion Lafionatis
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9. Mrs. Roberta Szlatenyi

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19. Ms. Rose Bradley
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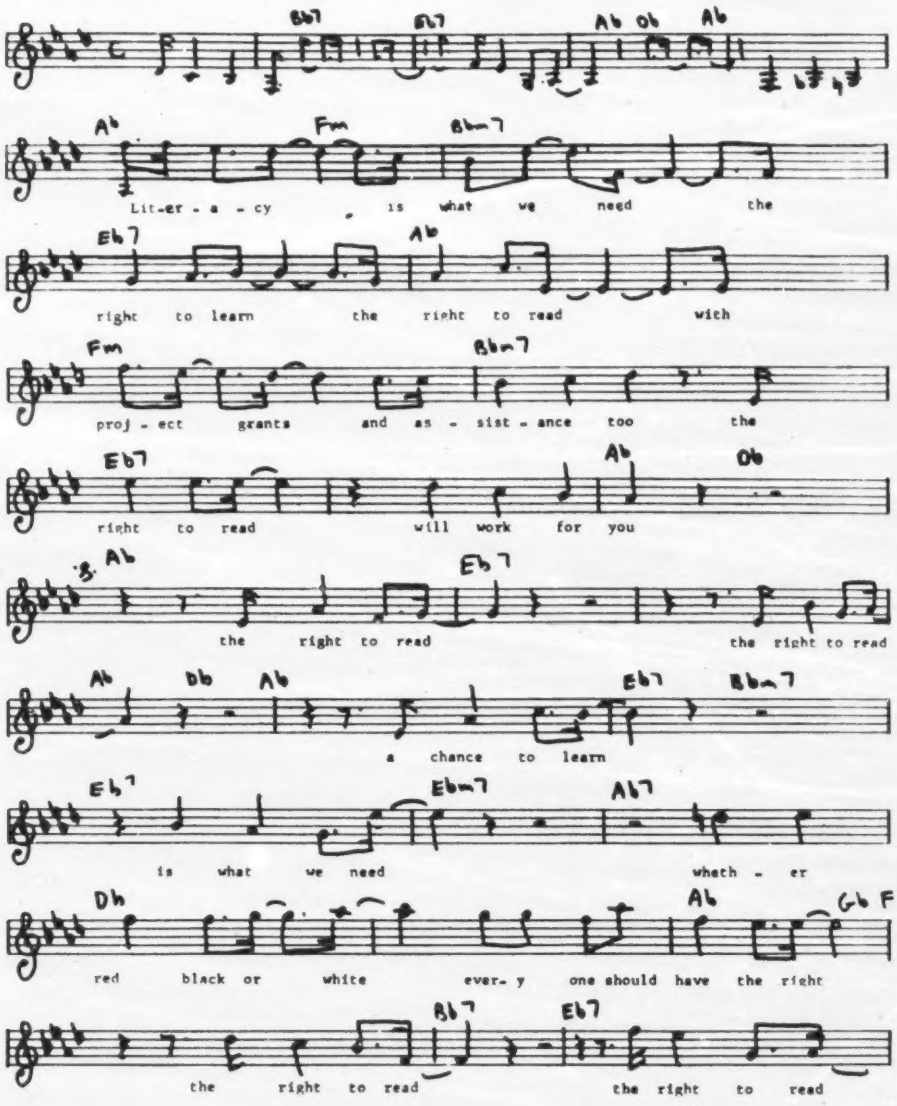
THE RIGHT TO READ

Words & Music by
Joseph Moore

Bb7 Eb7 Ab Db Ab
Ab Fm Bbm7
Lit-er - a - cy is what we need the
Eb7 Ab
right to learn the right to read with
Fm Bbm7
proj - ect grants and as - sist - ance too the
Eb7 Ab Db
right to read will work for you
Ab Eb7
the right to read the right to read
Ab Db Ab Eb7 Bbm7
a chance to learn
Eb7 Ebm7 Ab7
is what we need wheth - er
Db Ab Gb F
red black or white ever- y one should have the right
Bb7 Eb7
the right to read the right to read

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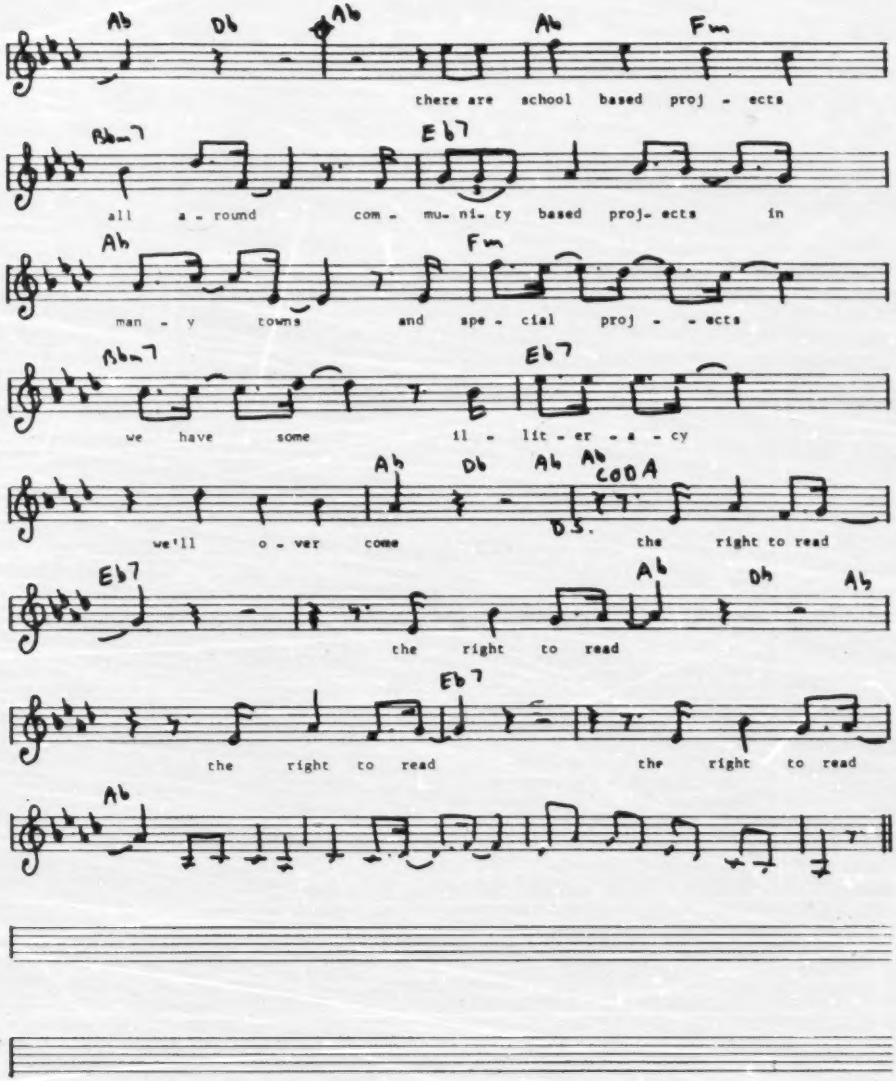
Ab Db Ab Ab Fm
there are school based proj - ects
Abm7 Eb7
all a - round com - mu- ni- ty based proj- ects in
Ab Fm
man - y towns and spe - cial proj - - ects
Abm7 Eb7
we have some il - lit - er - a - cy
Ab Db Ab Ab CODA
we'll o - ver come D.S. the right to read
Eb7 Ab Db Ab
the right to read
Eb7
the right to read the right to read
Ab